

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter is the final chapter of the thesis which consists of two main sections covering the conclusion and implications. The former section will sum up the main point of the findings and overall discussion of the study. The later section encapsulates the suggestions primarily for the practitioner teachers, and/or instructional designers.

5.1 Conclusions

The data primarily gained from both classroom observation and interview to four English teachers in three distinct private schools in Bandung revealed the intricacy of instruction which made up their respective reading classrooms. The intricacy was sourced by complex combination of several interrelated factors such as the teachers' understanding of reading as a content knowledge, the instructional strategies and also the curriculum relevance. These three factors were taken into consideration to same extend which influenced their instructional reading design and practices. The reading content knowledge that the teachers possessed has determined the focus of their teaching. It can be seen from diverse kinds of instruction involved in their reading teaching such as vocabulary, grammar, comprehension reading, and fluency reading. The teachers employed diverse strategies in delivering their instruction to promote students' learning experiences. Accordingly, various instructional strategies were facilitated such as oral and silent reading, intensive and extensive reading, independent and collaborative and also interactive strategies. In addition, the teachers also took care of the curriculum relevance in both of their design and practices such as considering the objectives that the local content of curriculum have set for reading skill as well as the textbook subscription. This curriculum intent had significant role in determining the content, strategies and materials being employed in the instruction as previously mentioned.

Aside from the three aforementioned factors, the teachers also accommodated students' individual differences which signified a contextual factor. This factor required teachers to do some adjustments in the instruction that suited to students' needs and levels. It can be seen from the oral reading instruction managed by two teachers whose students had poor phonemic skills. Similarly, the adjustment was also made in selecting the materials which were authentic and attractive to engage students' active participation. Although the teachers were aware of those all interplaying factors, some inconsistencies were found in the practices which potentially reduced the quality of instruction in promoting students' learning. In some practices, there were found a dominant teacher's control which influenced the excessive occurrence of drilling, memorizing, typical literal questions and also teachers' direct explanation. However, instruction should be made for the benefit of students' learning. Hence, it suggested the teachers to not only be knowledgeable, but also critical and reflective toward the basis aspects relevant to reading instruction.

Meanwhile, considering the findings depicted from the instructional practices, three reading approaches covering transmission, personal construction and transaction have occurred in distinct quality among four teachers. These three approaches signified different theoretical learning perspectives that corresponded to the instructional decisions made. Based on the findings, both personal construction and transmission approach were simultaneously combined and considered dominant compared to the transaction one. Generally, the teachers designed and operationalized the instructional strategies which facilitated interactive cognitive processing. In addition, they also encouraged students to actively participate in the meaning construction and negotiation either individually or collaboratively within students' groups. Those ideas resembled both personal construction and transactional approaches into their practices. In another hand, the transaction approach portrayed a strong control from the teachers which didn't correspond to the idea of facilitating students' learning. However, learning effectiveness was relative and dependent which should not be restrictedly seen in a single instructional approach. Rather, it suggested

the teachers to be judicious enough in combining more than an approach in order to promote better learning outcomes in reading.

5.2 Implications

5.2.1 For the reading teachers

Addressing the intricacy found in the teachers' reading teaching practices among the four, it highlighted the implication for the teachers as the instructional designers of reading to be knowledgeable toward the interrelated factors undertaken. According to Richards (1990), reading teacher should be able to interpret the nature of reading, the philosophy of teaching and the theory of second language teaching and learning into their practices. Relevant to the data findings, the teacher have managed to account the decent content knowledge or cognition in their instructional designs, the instructional reading strategies and also the contextual EFL/ESL factors such as students' diverse level or characteristics and also local curriculum relevance. Considering the complexity found and described in the teachers' reading instruction, it required a teachers' reflective movement as part of their professional development. The teacher should be more than just being the most knowledgeable person of their own instruction by knowing what and how to account their reading teaching. Further, they should be critical enough by daring to question themselves over the instruction delivered. It brought an implication that as being considered as reflective teachers, they need to be able to read, diagnose, filter and adjust their subsequent actions for a better learning facilitation.

The sense of reflection should also be encouraged upon the findings related to the subsequent reading instruction approach revealed from the practices. Based on the findings, each approach has come into play to some extent of degree and quality in the teachers' teaching practices. The divergence on the approach symbolized distinct theoretical learning perspective toward the teachers' reading instruction. Despite the debate whether one or two approaches are more and/or less facilitative toward students' learning, their effectiveness are somehow very dependent and relative

(Ertmer & Newby, 1993). Hence, it brought an implication that the teachers should not put their reliance and/or reluctance on a single best-perceived approach only (Snelbecker, 1983 in Ertmer & Newby, 1993). Rather, it is suggested that they are able to combine the approaches judiciously by considering and weighting many influencing contextual factors interplayed such as the students' individual differences. Nevertheless, they should also be able to make a transformative movement over the practical approach which doesn't support to students' learning.

5.2.2 For the policy makers

The findings and discussions of this study have also brought some implications to the policy makers. The policy makers here were referred to the relevant authorities in the respective schools as well as the national levels. In the school level, the respective authorities should take charge in an attempt to promote professional development program for their teachers. Taking examples from the schools where the teachers involved in this study, some of the schools authorities have been maintaining such programs in their respective settings. One of the prominent examples can be taken from teacher D's school which managed to do annual quality control (QC) among the teachers' teaching performances. The annual quality control held was meant as an evaluative report to ensure the improvement in the teachers' instructional practices. In addition, the school authorities also initiated a training program by sending their school teachers, including teacher D, in weekly training program relevant to their respective teaching subjects. However, similar training program was also done by the other two teachers coming from different schools. Nevertheless, the program was incidental as it was not managed regularly by the schools authorities. A professional development program which takes longer duration has found to impact greater in advancing teacher practices (Darling-Hammond et al., 2009). Therefore, it is suggested that the schools authorities also take part in creating teaching improvement by initiating and involving their teachers in any forms of professional development programs.

Meanwhile, there was an implication left as a concern to solve by authorities in the national level. This concern might have happened in the nation-wide as there was a tendency of the teachers to focus more on testing rather than battering their teaching quality. Referring to the findings and discussions in the present study, the occurrences of transmission approach in the teaching practices by realizing overt stimulus-responses procedures didn't really help the students with the access to the knowledge and cognitive processing (Winn, 1990 in Ertmer & Newby, 1993). As a consequence, teaching was pretty much teacher-centered and less participative (Smith, 1992 in Musthafa, 2003). The goal was creating a memorization, repetition, zero-error habit among the students as the desired response (Bharick, Hall & Baker, 2013). Such phenomenon is relevant and relatable in Indonesia context whereby the high stake test such as UN (*Ujian Nasional*) has quite strong influence on teachers' instructional practices (Chang et al., 2013 in Ashadi & Rice, 2016; Pedulla et al., 2003 in Ashadi & Rice, 2016). Accordingly, the teachers tend to invest their focus on teaching to test rather than teaching to facilitate students learning. However, both teaching and testing are closely interrelated and significant to each other (Heaton, 1998; Hughes, 1985). Nevertheless, misleading that happened among the teachers in their respective classroom settings should be addressed considerably considering its significances to students' learning.